Education Discussion Paper

09/79: LEARNING TO LIVE IN THE COMMUNITY

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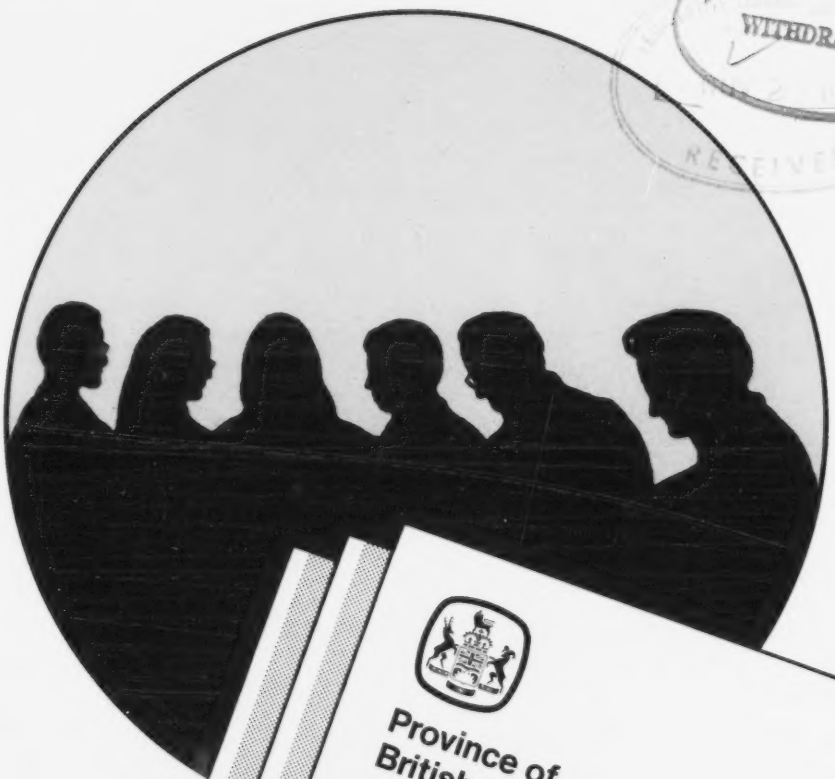

Province of
British Columbia
Ministry of
Education

Province of British Columbia
Ministry of Education, Science and Technology

Discussion Paper 09/79

LEARNING TO LIVE IN THE COMMUNITY

Prepared by

The Provincial Curriculum Committee
for the Moderately Retarded

Edited by

Dr. Roger Ruth
University of Victoria

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Information Services

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This report of the Ministry of Education, Science and Technology has been published as a Discussion Paper in order to foster informed reaction to its contents. You are urged to comment in detail or simply complete this form, detach as directed, and mail to the Special Programs Branch, Ministry of Education, Science and Technology, Parliament Buildings, Victoria, B.C. V8V 1X4.

COMMENTS: _____

FOREWORD

The document that follows is a draft proposal, intended to serve as a "white paper" on education of the moderately retarded in British Columbia. It is intended that the proposal will promote discussion and debate, so that the ideas it presents can be refined into a viable curriculum for moderately retarded students.

It is the expectation of the Committee that a Curriculum Guide can be completed in the next school year, together with a comprehensive Resource Manual of practical suggestions for implementing the course of studies.

We hope that the draft proposal will be studied carefully by all special educators and discussed, in detail, in staff conferences. We encourage input to the Curriculum Committee as a result of these studies. Criticism and suggestions may be directed to:

Mr. Bob Poutt - Chairman, P.C.C.M.R.
Scarfe Annex #15
University of British Columbia
Vancouver, B.C.
Business Telephone: 228-4537

Committee Members

Provincial Committee on Curriculum for the Moderately Retarded

Paul Brinton
Woodlands
New Westminster, B.C.

Charles Bruce
School District No. 57
Prince George, B.C.

Gwen Cameron
School District No. 38
Richmond, B.C.

Daphne Clarke
School District No. 37
Delta, B.C.

Jack Collins
British Columbia Association
for the Mentally Retarded

Doreen Doerr
School District No. 68
Nanaimo, B.C.

Shirley Forrester
School District No. 62
Sooke, B.C.

Bob McKibbin
School District No. 41
Burnaby, B.C.

Bonnie Nilsson
School District No. 61
Victoria, B.C.

Jim Peterson
School District No. 44
North Vancouver, B.C.

INTRODUCTION

Origin of the Committee

It is a policy of the Ministry of Education, Science, and Technology that certain goals and learning outcomes are "generally accepted as fundamental or basic to the education of all children and youth throughout the Province." These goals and outcomes are described in the (1977) Guide to the Core Curriculum.

In the same publication, the Ministry remarked its awareness that this Core Curriculum might require some modification and simplification to best meet the needs of atypical learners, including "older pupils whose intellectual achievements appear to be limited to pre-school or primary levels."

In February of 1979, the Special Programs Branch established a committee, representing parents and educators, to draft a proposal for a specialized curriculum for moderately retarded students.

Early in its discussions, the Curriculum Committee determined that its task included three major activities: describing what should be taught (and why); recommending on when a given concept should be taught; and providing examples of how it might be taught.

The present document addresses the first of these concerns. It proposes a philosophy for the education of the moderately retarded in British Columbia, defines ten core curriculum areas required to implement this philosophy, and offers examples of expected learning outcomes in each core area.

It is intended that it should be circulated widely, to invite criticism and suggestions for change from the educational community and from other professions and associations concerned with mental retardation.

Format

It is proposed that the Curriculum Guide should be organized under the following major learning areas:

Self-Care

Communication

Social-Emotional Attitudes

Motor Skills

Cognition

Home Management

Aesthetic Values

Vocational Training

Recreation - Leisure Activites

Independent Living Skills

The order of this listing does not imply, at the present time, a priority of importance. The Committee has considered the potential usefulness of priority listing, as well as the potential hazard of implying that any of these learning areas might be neglected to meet the goals of others. We invite comments on whether it is desirable to establish instructional priorities amongst these core areas and, if so, on what the priorities should be.

In the Curriculum Guide, each major learning area will be expanded to describe processes and sequences through which moderately retarded people can learn the skills necessary for effective and satisfying life in the community.

It is recognized that the various core areas overlap one another, and it is not intended that the separation of learning outcomes by core areas should imply a fragmentation of instruction into content areas. Where it is obvious that processes and sequences within various areas are

complementary and can be integrated in instructional units, it is expected that these will be cross-indexed in the Curriculum Guide.

Also, it is recognized that it is even more problematical to define a core curriculum for atypical children than for typical ones. The learning outcomes described in this draft proposal represent initial predictions of some important terminal skills that might be expected of most moderately retarded students.

Here, especially, criticism from the field is welcomed. Any published curriculum tends to establish parameters of parental expectation. If the Curriculum Guide sets unrealistic learning goals, the consequences can be expected to be defeating to the student, disappointing to his parents, and frustrating to his teachers.

Next Steps

The second of its activities - that of recommending on when a given skill should be taught and/or outlining a sequence of skill development within each area - the Committee sees as a more difficult task than the first.

An important part of the meaning of "normal" is the predictability of readiness ages for various kinds of learning. For example, the child who is normative in his learning patterns should be ready to begin reading at about the same time he is ready to understand addition. Teachers of the intellectually handicapped will know well that the ages at which readiness for each of these learnings may occur is far less predictable for their students than for the intellectually normal.

The Committee expects to depend greatly on the shared experiences of teachers, in recommending on instructional sequences and/or developmental expectations.

Finally, teachers are invited to contribute to the development of the proposed Resource Manual by suggesting procedures or materials they have found useful in helping students reach the learning goals describe in this curriculum proposal.

It is expected that the Resource Manual will include both a general section on methodology and specific ideas for teaching basic skills at various age levels. A Committee research assistant presently is compiling suggestions from other published curriculum guides and from school district responses to an initial request, but the Committee welcomes further teacher suggestions of good materials that otherwise might be overlooked, and particularly invites submission of original materials.

A PHILOSOPY OF EDUCATION FOR THE MODERATELY RETARDED

In keeping with contemporary recognition that the moderately retarded often have far greater potential for learning and for interaction with other students than was implied in the formerly-used term, "trainable mentally retarded," it is a policy of the Ministry of Education, Science, and Technology that the education of the moderatley retarded should be planned to maximize skills for effective interaction with the total community. This philosophical position implies that:

1. The growth of moderately retarded students should be facilitated expecially in areas of skill and personal value development that will enable them to live as full and satisfying lives in the general community as is within the potential of each individual.

2. Each student must be provided with opportunities to develop maximum personal independence and involvement in community affairs and leisure time pursuits.

3. The curriculum content must be sequenced in such a way as to assure continuous learning success, in order to develop and maintain the student's confidence in personal competence and independence.

4. In consultation with the student's parent or guardian, the school will develop an individual educational plan for each moderately retarded student, providing a written record of the year's goals in important skill-development areas.

5. A broad and flexible range of educational placements should be available to moderately retarded students, so that each can receive his learning experiences in the setting that is most appropriate to his needs.

6. Continuous communication amongst students, parents, teachers, and other community agencies is an essential aspect of programming for mentally retarded students.

MAJOR LEARNING AREAS

Because the moderately retarded learn slowly, because they may need much planned practice in order to acquire skills and concepts that other children learn without deliberate instruction, and because they reach school age without having acquired a number of important learnings that most children have accomplished before beginning school, some of the major curriculum areas defined in this proposal are unique to the needs of this group of students.

Even when a major area is one that commonly would be included in a regular curriculum, often it must be uniquely treated, so that learning outcomes are geared to the special pace and range of abilities of the moderately retarded.

Both democratic principle and consideration of individual differences require identification of learning goals that are unique to the needs of moderately retarded students, as well as redefinition of those shared with typical students.

The factors described above have led to the definition of ten major areas of instruction for learning to live in the community. These are Self-Care, Communication, Social-Emotional Attitudes, Motor Skills, Cognition, Home Management, Aesthetic Values, Vocational Training, Recreation - Leisure Activities, and Independent Living Skills.

It is recognized that the learning outcomes in each of these areas (a basic sample of which appear in this proposal) assume different dimensions and varied meaning and importance at each level of development. As with typical students, increasingly

greater skill and social responsibility will be required of moderately retarded students as they mature. The learning outcomes proposed anticipate a steady and continuous progression of competence in skill learning and in the application of these skills.

Learning Area I -- Self-Help

Self-help skills are those necessary for personal independence in such activities as feeding, dressing, toileting, grooming, etc. A moderately retarded student with good self-care skills is far more acceptable in the home, in the community, and at work than is one for whom self-help training has been neglected or instruction discontinued before reasonable independence was achieved.

Programs for self-care must be continued well beyond primary-grades age in the instance of the moderately retarded. Specific objectives will vary from one age group to another, but throughout the school years, a strongly structured program in self-help is required.

Goal A -- To develop dressing routines.

Learning Outcomes:

Students should learn . . .

A. 1 to choose clothing suitable for the weather conditions;

A. 2 to choose clothing suitable for the activity and social environment for which they are dressing;

A. 3 to recognize when clothing is sufficiently soiled to need changing;

A. 4 to dress without physical assistance;

A. 5 to undress without physical assistance.

Goal B -- To develop socially acceptable and healthful eating habits.

Learning Outcomes:

Students should learn . . .

B. 1 to eat with dishes and cutlery normally available;

B. 2 to eat neatly and with a minumum of mess;

B. 3 to distinguish between foods and non-foods;

B. 4 to distinguish between fresh and clean foods and spoiled or contaminated foods;

B. 5 to eat at regular times;

B. 6 to eat quantities of food suitable for their size and activity level;

B. 7 to distinguish between nutritious foods and junk foods.

Goal C -- To develop socially acceptable drinking habits.

Learning Outcomes:

Students should learn . . .

C. 1 to distinguish between drinkable and non-drinkable liquids;

C. 2 to drink from receptacles normally available;

C. 3 to drink with a minimum of spillage;

C. 4 to drink at socially acceptable times;

C. 5 to drink quantities suitable for their size and activity level;

C. 6 to use drinking fountains.

Goal D -- To develop desirable health and grooming skills.

Learning Outcomes:

Students should learn . . .

D. 1 when to wash hands and face, in order to maintain an acceptable level of cleanliness;

D. 2 when to wash hair, in order to maintain . . .;

D. 3 when to bathe, . . .

D. 4 when to shave, . . .

D. 5 when to clean teeth, . . .

D. 6 to wash hands and face independently;

D. 7 to wash hair independently;

D. 8 to bathe independently;

D. 9 to shave independently;

D.10 to clean teeth independently;

D.11 to maintain an acceptable standard of grooming; e.g., regarding hair length and style, use of cosmetics, etc.;

D.12 to be independent in menstrual care;

D.13 to be independent in toileting;

D.14 to follow prescribed medication routines.

Goal E -- To develop safety and first aid skills.

Learning Outcomes:

Students should learn . . .

E. 1 to recognize dangers, or potential dangers, in their immediate environments;

E. 2 to deal in a cautious and safe manner with hazards in their environments;

E. 3 to recognize emergency situations and respond appropriately;

E. 4 to seek assistance for the care of minor injuries, when self-care skills are lacking.

Learning Area II -- Communication

The development of communication skills is an important aspect of the education of the moderately retarded. Significant gains are possible if a flexible and systematic approach is followed from the earliest ages. The development of receptive language skills is, to a large extent, dependent on attending and listening skills. Most moderately retarded students will need to be taught these listening skills, as well as expressive language skills, through structured programs for participation in a wide variety of communication experiences in the home and in the school. Teachers should be alert for opportunities to encourage use of expressive language skills in all learning areas.

Goal A -- To develop receptive language skills for speech and/or manual signing, Blissymbolics, etc.

Learning Outcomes:

Students should learn . . .

A. 1 to carry out verbal and/or non-verbal directions;

A. 2 to identify objects and or places from their verbal and/or non-verbal descriptions;

A. 3 to respond differently, and appropriately, to questions than to commands or statements;

A. 4 to understand a vocabulary appropriate for vocational; recreational, and semi-independent living settings.

Goal B -- To develop <u>expressive</u> language skills for speech and/or manual signing, Blissymbolics, etc.

Learning Outcomes:

Students should learn . . .

B. 1 to express basic needs, wants, and feelings;

B. 2 to participate in social conversation with peers and adults;

B. 3 to provide basic personal information when questioned;

B. 4 to formulate questions for obtaining information;

B. 5 to use a vocabulary appropriate to vocational, recreational, and semi-independent living settings.

Learning Area III -- Social-Emotional Attitudes

Moderatley retarded students who demonstrate emotional self-control and socially acceptable manners are increasingly welcomed in the community. Education for the moderatley retarded should assist students to develop in themselves and encourage in others a positive, realistic view of self and ease in giving and receiving love and acceptance. It should help students learn to seek opportunities for realizing their own goals and to support others in their pursuits; to develop capabilities for expressing emotions in socially beneficial ways; and to respond positively to society's demands for order and cooperation.

Goal A -- To develop a reasonable appreciation of the importance of order and cooperation.

Learning Outcomes:

Students should learn . . .

A. 1 to follow accepted rules and established routines;

A. 2 to question commands that seem harmful to themselves or others, and assume responsibility for their decisions.

Goal B -- To develop positive relations with others.

Learning Outcomes:

Students should learn . . .

B. 1 to both initiate and respond to friendships:

B. 2 to resolve disagreements without sacrificing their rights and values;

B. 3 to give of their time, energy, and possessions to further worthwhile relationships.

Goal C -- To develop appropriate adjustments to different cultural patterns.

Learning Outcomes:

Students should learn . . .

C. 1 to participate in or describe customs for special events; e.g., birthdays, holidays, etc.;

C. 2 to recognize and accept differences in people; e.g., racial, religious, and political differences;

C. 3 to show respect for others' beliefs and customs; e.g., doesn't "name-call."

Goal D -- To develop control of emotions, so that they are used beneficially.

Learning Outcomes:

Students should learn . . .

D. 1 to recognize and control anger in order to resolve, rather an escalate, problems;

D. 2 to accept help in dealing with their fears;

D. 3 to accept unavoidable loss and express an appropriate kind and degree of emotional response;

D. 4 to express pleasure, happiness, and joy freely and appropriately.

Goal E -- To develop facility in social amenities.

Learning Outcomes:

Students should learn . . .

E. 1 to use language that respects the listener;

E. 2 to use customary social gestures; e.g., shaking hands, waving in recognition, applauding;

E. 3 to use a range of behaviours expected in specific public places; e.g., reporting to a receptionist and waiting quietly for service, maintaining place in service lines, giving an order to a waiter.

Goal F -- To develop responsibility toward other members of his group.

Learning Outcomes:

Students should learn . . .

F. 1 to help set up, take care of, and put away materials used by the group;

F. 2 to listen to what others in the group are saying;

F. 3 to contribute his fair share of work, ideas, and encouragement to the group.

Goal G -- To develop healthy personality characteristics.

Learning Outcomes:

Students should learn . . .

G. 1 to present a realistic, positive self-concept; e.g., identifying and accepting their own physical characteristics, including apparent handicaps;

G. 2 to exercise both courage and caution in exploring new situations and environments;

G. 3 to set realistic goals and persevere toward accomplishing them.

Goal H -- To develop a positive and healthy interest in sexual well-being.

Learning Outcomes:

Students should learn . . .

H. 1 to expect and accept normal changes in their sexual organs;

H. 2 to be competent in personal grooming associated with sexual maturity; e.g., menstrual hygiene, nocturnal emissions;

H. 3 the nature of contribution of both sexes to reproduction.

Learning Area IV -- Motor Skills

Motor and perceptual-motor skill developments are important to the student's understanding of the physical environment and of his place in, and movement possibilities within, that environment. Improvements in motor skills help the retarded person to be less visibly atypical in the community, increase self confidence, extend potentials for other kinds of learning, and open new recreational opportunities.

Goal A -- To develop basic perceptual-motor skills.

Learning Outcomes:

Students should learn . . .

A. 1 to judge size and distance relationships between themselves and other objects;

A. 2 increasingly accurate visual fixation and pursuit of moving objects;

A. 3 increasingly accurate directionality; i.e., predicting the consequences of movement and direction;

A. 3 to coordinate hand-eye, hand-hand, and hand-leg movements;

A. 5 to recognize their own physical limitations reg arding range, speed, strength, and accuracy of movement.

Goal B -- To develop more accurate gross motor skills.

Learning Outcomes:

Students should learn . . .

B. 1 to walk with good posture and coordination;

B. 2 to run with confidence;

B. 3 to alternate feet in ascending and descending stairs;

B. 4 to throw a ball with one hand, using an overhand motion;

B. 5 to catch a ball.

Goal C -- To develop strength, flexibility, and stamina sufficient for daily physical needs.

Learning Outcomes:

Students should learn . . .

C.1 to exercise major muscle groups sufficiently to develop and maintain strength and tone;

C. 2 to extend movement through a normal range of motion;

C. 3 to participate in exercises that load the circulatory system sufficiently to improve and maintain physical stamina.

Learning Area V -- Cognition

Cognitive skills are those involved in such activities as perceiving, discriminating, classifying, remembering, conceiving, and choosing. They include such academic skills as reading, writing, arithmetic, and spatial relationships. Mentally retarded students typically have been regarded as having unusual difficulty both in acquiring concepts presented as abstractions and in generalizing concepts learned in a given situation to other, similar, ones. It would follow that education in academic skills should be integrated, as fully as possible, with other learnings and should emphasize practical applications.

Goal A -- To develop and apply the skills of inquiry, analysis, and problem solving.

Learning Outcomes:

Students should learn . . .

A. 1 to make careful observations;

A. 2 to select from available information that which is relevant to the problem;

A. 3 to use a variety of problem-solving strategies; e.g., trial and error, matching, comparing, discriminating;

A. 4 to make use of both past experience and available resources in problem solving.

Goal B -- To develop and apply skills of written communication.

Learning Outcomes:

Students should learn . . .

B. 1 to print and/or write legibly;

B. 2 to copy written materials; e.g., telephone numbers;

B. 3 to write simple messages in a format that is functional for the individual.

Goal C -- To develop and apply skills of reading.

C. 1 to read and apply safety and survival words and/or symbols;

C. 2 to read and follow simple directions; e.g., recipes, labels;

C. 3 to read and recognize own name, address, telephone number, etc.;

C. 4 to read and respond to personal data forms;

C. 5 to read for private enjoyment.

Goal D -- To develop knowledge of our number system and to apply this knowledge in practical situations.

Learning Outcomes:

Students should learn . . .

D. 1 concepts of number and numeral, and the use of these in practical situations;

D. 2 to identify and use symbols such as those associated with the four basic arithmetic operations, the concepts of "less than" and "greater than." and the monetary system.

D. 3 to solve practical number problems, such as those related to purchasing, budgeting, and sharing.

Goal E -- To develop and apply knowledge of the basic principles and skills of measurement.

Learning Outcomes:

Students should learn . . .

E. 1 to recognize standard units of measurement of length, volume, weight, temperature, time, and area, and their common abbreviations;

E. 2 to use these units of measurement in practical situations that will be encountered in the home or in the vocational setting.

Learning Area VI -- Home Management

Home management is the instructional area concerned with helping students achieve a greater degree of independence, responsibility, and cooperation within the residential setting. The extent to which home management skills are mastered is an important determinant of potential for semi-independent living.

Goal A -- To develop household management skills and daily management routines.

Learning Outcomes:

Students should learn . . .

A. 1 to organize use of time within home living requirements; e.g., allowing sufficient time for meal preparation;

A. 2 to use general house care skills; e.g., in cleaning, storing, etc.;

A. 3 to carry out some tasks independently within the kitchen;

A. 3 to classify foods into the basic groups described in Canada's Food Rules;

A. 4 to demonstrate such shopping skills as locating items in the store and selecting fresh produce;

A. 5 to maintain care of clothing; e.g., washing, folding, ironing, and mending.

Goal B -- To develop basic consumer skills.

Learning Outcomes:

Students should learn . . .

B. 1 to read key words on bills, cheques, cheque stubs, market receipts;

B. 2 to locate product information from various sources;

B. 3 to identify important product-use directions and respond as directed;

B. 4 to carry out transactions involving money.

Learning Area VII -- Aesthetic Values

Every person needs the opportunity to develop an appreciation of music, art, and drama, and of the beauty and harmony of nature through participation in relevant activities at his or her own level of performance. Additionally, this participation can be expected to motivate practice of important physical and social skills.

Goal A -- To develop better skills of movement, rhythm, listening, speaking, and singing through participation in music activities.

Learning Outcomes:

Students should learn . . .

A. 1 to attend to and adopt rhythmic patterns--developing better coordination, body awareness, laterality and directionality;

A. 2 to be aware of a variety of ways of movement through imitation, moving in response to drum rhythms, moving in patterns that trace geometric shapes, etc.;

A. 3 to listen for rhythmic patterns in speech;

A. 4 to sing with greater skill and enjoyment through practice in matching a reproducing tones, remembering and reproducing a sequence of tones, and reproducing both sequence and rhythm;

A. 6 to exercise individual expression through experimenting with song, dance, and drama creation.

Goal B -- To develop appreciation of shape, colour, and texture, and to improve gross and fine motor movements, self expression, and social awareness through participation in art and craft activities.

Learning Outcomes:

Students should learn . . .

B. 1 to experience freedom of self-expression through experimentation with media;

B. 2 to better discriminate shape, colour and texture through directed and free experimentation with media;

B. 3 to exercise greater control over gross and fine motor movements; e.g., through painting and clay modeling;

B. 4 to recognize the advantages in process and product of group cooperation on some types of art activities.

Goal C -- To develop expressive and communicative skills through drama.

Learning Outcomes:

Students should learn . . .

C. 1 to imitate movements and sequences of movements;

C. 2 to act out familiar stories and remembered experiences;

C. 3 to act out imagined experiences.

Goal D -- To develop a sense of union with nature and of responsibility to preserve nature.

Learning Outcomes:

Students should learn . . .

D. 1 the predictable rhythms of the days and seasons;

D. 2 the nature of death and the limitations of restoration of the life cycle;

C. 3 the fragility of nature and the necessity of exercising care to avoid damaging plants and animals.

Learning Area VIII -- Vocational Training

Moderately retarded students need to be taught a wide variety of skills to prepare them for the world of work. In order to be successful, vocational preparation requires integration of many discrete subject skills. Self-help, communiction, academic, physical and emotional skills need to be honed in order to maximize the level of independence at which the moderately retarded can function after leaving school. Experience has demonstrated that appropriate attitudes and social behaviours are at least as important as physical and intellectual skills, in determining work success. These attitudes and behaviours must be taught from the earliest years of the child's education.

Goal A -- To develop appropriate work habits and attitudes.

Learning Outcomes:

Students should learn . . .

A. 1 to work harmoniously with supervisors and co-workers;

A. 2 to follow directions and be self-maintaining in work efforts;

A. 3 to demonstrate a positive, cheerful attitude toward work;

A. 4 to dress and groom appropriately for work;

A. 5 to be punctual and dependable.

Goal B -- To develop functional academic skills relevant to work.

Learning Outcomes:

Students should learn . . .

B. 1 to read at a level appropriate to a variety of work settings;

B. 2 to perform arithmetic operations at a level appropriate to a variety of vocational settings; e.g., telling time, counting, recognizing monetary values.

Goal C -- To develop a range of specific vocational skills.

Learning Outcomes:

Students should learn . . .

C. 1 workshop skills, such as sorting, collating, assembling, fastening, etc.;

C. 2 Lawn and garden care skills, such as mowing, trimming, spading, etc.;

C. 3 independent living skills related to employment, such as using a time clock, using public transportation, etc.

Learning Area IX - Recreation-Leisure Activities

Recreation and leisure activities taught and encouraged in the school should be selected for the enjoyment they afford. However, they also should develop skills, promote fitness, and encourage normal peer relationships. Such activites provide opportunity for the mentally retarded to gain confidence in their ability to participate fully in the daily life of the community.

Goal A -- To develop basic skills required for participation in community recreation.

Learning Outcomes:

Students should learn . . .

A. 1 to apply the social and emotional skills required for harmonious participation in recreational groups;

A. 2 to apply gross- and five-motor skills effectively in games and crafts, so that they see themselves and others see them as successful participants;

A. 3 to use self-help and management skills in recreation and leisure activities; e.g., selecting appropriate clothing and managing money for the activities.

Goal B -- To develop awareness of community recreation and leisure resources.

Learning Outcomes:

Students should learn . . .

B. 1 to locate resources for a wide variety of recreational activities;

B. 2 the rights of handicapped persons to participate in community recreational program;

B. 3 to effectively handle procedures for registering in community recreation and leisure activities of his choice.

Goal C -- To develop a range of recreational and leisure skills, so that a variety of activities can be enjoyed.

Learning Outcomes:

Students should learn . . .

C. 1 to apply the skills used in sports and recreational activities such as swimming, curling, camping, etc.;

C. 2 to participate in, and enjoy as audience members, aesthetic activities such as music, dance, etc.;

C. 3 to particpate in both individual (e.g., crafts and hobbies) and group (e.g., games and social gatherings) recreational activities.

Learing Area X -- Independent Living Skills

As much as it is possible for them to do so, it is desirable for the moderately retarded to live in the open community. For this reason, it is important that the student become aware of the physical and social characteristics of the community and of the resources it offer to him, his right of access to these resources, and his responsibilities to the community.

Goal A -- To develop awareness of cummunity resources.

Learning Outcomes:

Students should learn . . .

A. 1 to respond appropriatley to emergency situations;

A. 2 to use public facilities (e.g., laundromat, postage stamp machines):

A. 3 to use public transportation and telephones;

Goal B -- To develop skills for seeking assistance.

Learning Outcomes:

Students should learn . . .

B. 1 to recognize circumstances where there is a need to seek assistance;

B. 2 what persons in the community to ask for different kinds of assistance;

B. 3 where these persons may be contacted;

B. 4 how to find medical-dental care.

Goal C -- To develop awareness of rights and responsibilities in the community.

Learning Outcomes:

Students should learn . . .

C. 1 to respond to evident needs of the community;

C. 2 to use safety rules applying to pedestrians;

C. 3 to respect laws restricting behavior in the community.